

**“ A PLACE WHERE CHILDREN
COME FIRST”**



CHILD CARE CENTRE

**PARENT
HANDBOOK**

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PROGRAM STATEMENT

Our program statement is consistent with Ontario's policy statement on programming and pedagogy. Our program uses this document as a reflective guide while following the How Does Learning Happen document under the **Child Care and Early Years Act**. The program statement goals and approaches are reviewed by all staff, students on an annual basis or as changes are made.

The pedagogical document from **How Does Learning Happen** will be used to promote a balance of stimulation and relaxation that provides the basis for children's learning, development, health, and well-being. We continue to strive to promote growth and the development of each child as a unique person who is capable and valued.

It is the goal of the City of Thunder Bay childcare centres to **promote health, safety, nutrition and well-being of the children**. We incorporate play based learning through experiences and an environment that encourages children to learn and grow to their fullest potential. Children's learning will be displayed throughout the program for a visual representation of their creative thinking. Children must be valued as individuals that are competent, capable, curious, and rich in potential. Documentation panels, boards or display tables are some of the ways we will show families and the children their creative work is valued. Children have healthy food choices offered throughout their day. Many policies are developed to ensure the health & safety of children. Goals focused on children's learning around belonging, engagement, expression, and well-being will keep our focus on children first and foremost.

Our child care programs **support positive and responsive interactions among the children, parents and staff**. In our environment, children are viewed as active contributors to their own learning, with the Educators being a co-learner and role model, which would assist in children developing self-regulation skills. Programs lead with respect and follow positive guidance strategies to support children's growth and well-being.

Purposeful opportunities are planned to **encourage the children to interact and communicate in positive ways that will support their ability to self-regulate**. Children will have a balance of space available for them to explore both active and quiet activities. Children can have available items from home to assist them when away from home. Our Educators spend time observing and listening to the children and responding to those observations. Changes to the environment may be made in order to respond to the child's needs.

Our focus & goal is to **foster each child's exploration, play and inquiry**. Our Educators encourage the children to manipulate, and experiment in their environments. Children are supported to investigate, ask questions, solve problems, and learn from each other. Children are capable of investigating the world around them. They learn through opportunities to explore, play, and interact with their environment. Educators will use visual arts, music, and developmentally appropriate manipulative toys to provide opportunities for exploration and use of materials in a variety of ways while promoting children's natural curiosities and inquiry.

Educators plan & provide a balance of **child-initiated and adult supported experiences**. This is done through observations of the child, and creating those inviting environments. Staff will role model and build upon learning experiences to provide

challenging opportunities as the children grow and advance their skills. Parents are viewed as valuable resources in planning experiences for their child. **Each child’s learning and development will be supported through creative positive learning environments and experiences.** Children will have many areas available to them through outside play and indoor areas, including spaces for art, quiet areas and areas for engagement. These spaces will often be revisited by Educators as the needs of the children change to ensure they are creating a positive learning environment.

Our early childhood Educators will **incorporate indoor and outdoor play, as well as active play, rest and quiet time, into the day, and consider the individual needs of the children receiving care.** We provide smooth transitions and meaningful choices throughout a child’s day. Flexibility within our schedules allows for activities to be followed through upon for as long as the children are interested. When staff observe the children, they are responding to their lead which allows the Educators to plan appropriate opportunities throughout the day. I.e: rest, outdoor play, or meals.

We plan to **foster the engagement of and ongoing communication with parents about the program and their children.** Parents and Guardians are valued, with open lines of communication being supported through face to face interactions, telephone calls, emails, or through Teams. We strive to build trusting relationships creating a cooperative relationship with the families. Educators will involve parents through the use of photographs, celebrations, drawing on a special skill set, and incorporating any cultural preferences. Creating a sense of “Peace of Mind” in our families is an integral part of the relationship building process.

We involve **local community partners and allow those partners to support the children, their families, and staff by viewing our community as a valuable resource to all.** We connect with Children Centre Thunder Bay to support the children through the consultative process of a Resource Consultant. The mental health and well-being of the children and their families can also be supported through working with a variety of children services in our area. See the detailed list of our community partners further into our parent handbook.

The City of Thunder Bay **supports staff with continuous professional learning opportunities.** Our team is provided with opportunities for training whether self- directed, virtual, or designed at a self-paced model. Staff connect regularly with the Supervisor to discuss strategies of how they will meet their continuous learning goals. Training opportunities reflect a balance of child/program needs, professional needs, and overall state of our community needs. Our staff will engage in two professional learning days per year where they can participate in rich opportunities to develop and enhance their skill set.

The centre will **document and review the impact of the strategies set out in the program statement on the children and their families.** This is conducted by meeting the expectations of our children and families and the Ministry of Education. Staff will use the goals of the program statement to guide the process of observing, documenting, studying and discussing the children’s experiences, as we co-construct knowledge with the children and their families.

As you continue to read through the parent handbook, you will see more examples of how we integrate these goals throughout our childcare programs. Documents from the Ontario Ministry of Education can viewed at: <http://www.edu.gov.on.ca/childcare/>.

GREETINGS

The City of Thunder Bay Child Care Centres invites you to read over our Information Handbook.

The purpose of the booklet is to provide information to our families.

We firmly believe that open lines of communication between families and the Centre make a good working relationship.

The information provided is intended for people who are currently utilizing our services or new families who are “shopping around” for quality child care.

The intent of this booklet is to provide information regarding both family and program responsibilities as outlined in our policies, which are directed by the Child Care and Early Years Act. We hope it serves as a valuable resource for reference.

Hours of operation range from **7:00 a.m. to 5:30 p.m.** We offer full, part time, before and after school care. *Extended, socialization and drop-in programs are also available.

A child care registry is held and managed by the Thunder Bay District Social Services Administration Board (TBDSSAB) office for Municipal Child Care.

The online Registry will be referred to when pulling children to fill available spaces. www.thunderbaychildcare.ca

Supervisors maintain flexibility over the management of their wait lists, by offering available spaces to current families using care in the program for siblings needing child care. Supervisors will then offer remaining available spaces to families registered on the child care registry. All child care spaces will be filled in a fair and equitable process while considering a manageable mix.

ALGOMA CHILD CARE CENTRE

58 N. Algoma Street **684-3272**

Ages 18 months to 12 years

WOODCREST CHILD CARE CENTRE

Woodcrest School **684-3687**

Ages 18 months to 12 years

School Based

GRACE REMUS CHILD CARE CENTRE

750 Tungsten Street **684-3594**

(Pioneer Ridge) Home for the Aged

Ages 18 months to 12 years

Intergenerational

OGDEN CHILD CARE CENTRE

600 McKenzie Street **625-3810**

(in Ogden Community School)

Ages 18 months to 12 years

School Based/Breakfast Program

DUTY TO REPORT

Responsibility to Children

The College's Code of Ethics states that RECEs have a responsibility to children. In a situation where an RECE has a duty to report under the CFSA, this responsibility to children is paramount.

The College recognizes that RECEs put a great amount of time and care into cultivating meaningful relationships with colleagues and families. As such, it can be intimidating and uncomfortable to report a colleague or a child's family member to CAS.

In carrying out their duty to report under the CFSA, RECEs must place the needs of the child above any other concerns.

Reflection Questions

- What are your feelings or concerns about reporting to CAS?
- How can you or your employer address those feelings or concerns?

The Professional Advisory:

Duty to Report and the Code of Ethics and Standards of Practice

It is important to recognize how an RECE's duty to report is related to the ethical and professional responsibilities outlined in the *Code of Ethics and Standards of Practice*.

The College's Code of Ethics includes four areas of responsibility. The first responsibility is to children:

"Early childhood educators make the well-being and learning of all children who are under their professional supervision their foremost responsibility. They value the rights of the child, respecting the uniqueness, dignity and potential of each child, and strive to create learning environments in which children experience a sense of belonging."

The College's Standards of Practice include six standards. Standard IV: Professional Knowledge and Competence states that:

"Early childhood educators know, understand and abide by the legislation, policies and procedures that are relevant to their professional practice and to the care and learning of children under their professional supervision."

Throughout this guide, frequent references are made to the Code of Ethics and Standards of Practice.

Wherever possible, RECEs are encouraged to turn to this resource to reflect on how best to apply the standards in a given situation.

HOURS AND STATUTORY HOLIDAYS

The hours of care may vary between **7:00 am to 5:30 pm** (depending on location).
Monday to Friday.

The following statutory holidays will be observed by all Child Care Centres:

* NEW YEAR'S DAY	REMEMBRANCE DAY	* CHRISTMAS EVE DAY
FAMILY DAY	VICTORIA DAY	* CHRISTMAS DAY
GOOD FRIDAY	CANADA DAY	* BOXING DAY
EASTER MONDAY	CIVIC HOLIDAY	PROFESSIONAL LEARNING - SPRING
THANKSGIVING	LABOUR DAY	PROFESSIONAL LEARNING - WINTER

** Christmas closure is reviewed yearly and the operation may be closed through the holiday season.*

When any of the above named statutory holidays fall on a Saturday or Sunday and are not proclaimed as being observed, the following Monday or Tuesday shall be deemed to be holidays.

Parents are responsible for finding alternate care for their children on the day the Child Care Centres are closed due to statutory holidays.

ENROLLMENT CONTRACTS

An enrollment schedule must be completed for each child attending Child Care indicating the hours and days of care required. A copy of the Parent's school timetable is required, if applicable.

The charges will be based on your child's enrollment schedule. If you use care over and above the contracted hours you will be charged accordingly.

The Division reserves the right to terminate individual contracts at any time where it considers that to be in the best interests of the child, other children or the efficient and proper operation of the Program itself.

The client is required to give 10 days notice to change the enrollment contract, or to terminate care. Failure to give notice could result in the client being charged.

Subsidized child care is only available as approved by the Child Care Worker. A thirty (30) minute travel time will be allowed before and after your work/school schedule and as approved by the Child Care Worker.

Subsidized care can only be used while working or attending school unless otherwise approved. For example: vacation

Study time can be granted by the Supervisor in consultation with the parent, depending on availability of space.

It is the parent's responsibility to pick up their child(ren) on time, as noted in their enrollment schedule, and prior to 5:30 pm or to make alternate arrangements for pick up. Late penalty charges will be assessed for care after 5:30 pm. If you are unable to comply with the hours of operation, care will be discontinued.

It is the responsibility of the parent to inform the centre and the Child Care Workers at DSSAB regarding any changes. For example: a change in your work hours, school schedule, pick up persons, address or phone numbers etc.

PAYMENT METHOD

HOW DO I PAY FOR THESE SERVICES?

Payments made by cheque can be forwarded by the Child Care Program to our main office.

Payment may be made at the following outlets:

1. Victoriaville Mall, 111 Syndicate Avenue, S, Thunder Bay, Ontario P7E 6S4

- City Cashier
- Mail box in mall (accessible during mall hours)
Monday-Friday 8 am-6 pm Saturday 9 am-5 pm

2. Remittance by mail should be sent to the City of Thunder Bay and made payable to same.

Pre-authorized Payments can be made by credit card on the due date of each month. Credit Card information will be collected by the Child Care Accounts Clerk through our main office.

Overdue accounts will be dealt with in regular collection manner. Overdue accounts can result in termination of your child care.

During the initial interview DSSAB will determine eligibility regarding subsidized child care. It is the parents responsibility to have the proper documentation available at their office appointment or subsidy cannot be determined.

- * It should be noted that it is the parents responsibility to notify their Child Care Worker immediately regarding changes to their financial status, as it may affect their subsidized rate.
- * In order to obtain your Notice of Assessment call Canada Revenue Agency 1-800-959-8281 or go to **www.cra-arc.gc.ca**

ABSENCE ALLOWANCE

- The parent will be given absence days in accordance with their child's enrollment. The number of days you receive are calculated and pro-rated for the calendar year. If your enrollment changes during the year your absence allowance may change accordingly.
- These absences include any vacation time, sick day, etc.
- When you receive your statement it will show absences used and your remaining absences.
- Daily rates are applied on all absence days allotted.

PARENTS' RESPONSIBILITIES

ARRIVAL/DEPARTURE

- Bring your child to a staff member.
- Be sure a staff member knows of any special care needed for that particular day.
- Ensure that the staff know when you are taking your child from the centre. Please sign out your children on our attendance sheets.
- Please notify the Child Care Centre daily of any absenteeism, or schedule changes.
- When alternate arrangements for drop off or pick up of children is required you must notify Child Care staff.

CUSTODIAL PARENTS

It is advisable to provide the Child Care with a copy of the custody papers that outline the non-custodial parents right to visitation if applicable. The Child Care staff will uphold the information contained in the custodial agreement. This will allow the Child Care staff to deny access of the child to the non-custodial parent, if necessary. This procedure is established to protect the child and custodial parent. However, if the custodial parent requests that the non-custodial parent have access to the child then this will also be upheld.

CONTACTING PARENTS OR EMERGENCY BACK UP CONTACTS

Once your child is registered in the Child Care Centre, parents/guardians must leave the following information with the Child Care staff:

- Telephone number(s) at work, school, training centre where parents can be contacted daily.

Parents attending school (College, University, High School) must leave the Child Care staff with:

- A copy of current time table with classroom numbers clearly marked.
- The Program Coordinator's name and extension number.
- Name of building where classes are held (i.e. College–Shuniah; University –Agora).
- Schedules, dates and location name of field placements.

Any changes to ANY OF THE ABOVE information must be given to the Child Care staff as soon as they happen.

Two (2) additional contact names and numbers must also be made available to the Child Care staff in case you cannot be reached. We suggest you use someone who is reliable and fairly stationary during the day. Please be sure to notify the back up contacts that you will be giving us their name, telephone number and address to use as an emergency back up contact. They should also be prepared to attend to your child at the hospital if necessary if you cannot be reached.

TRANSPORTATION

Parents are responsible for transporting their children to and from the Child Care Centres as well as arranging transportation to and from school. You are to provide the Child Care Centre with the school bus schedule, the times of arrival and departure and destination to ensure that your child is placed on the appropriate bus at the correct time. When your child is going to be absent from school you must inform the bus company and the Child Care Centre of any changes.

Please ensure that you do not cause undue anxiety to your child, the Child Care staff, the school, and the bus company by forgetting to let us know of any changes in your child's daily bussing schedule. (i.e. parent picks child up early from school; the child did not go to school that day, or the bus schedule has changed).

Junior Kindergarten and Senior Kindergarten children will be placed on a bus and received off the bus by an adult. Children in Grade One and over do not necessarily require adult assistance.

In the event that you need your child to go home by taxi, you must make all the necessary arrangements with the cab company, including the child's name and the destination where the child is to be taken. The Child Care staff will **not** make arrangements and they will **not** give any particulars to the cab driver.

Children under **40lbs** must be transported in an approved car seat. Please call Ministry of Transportation for more details.

IT IS THE GOAL OF THE CITY OF THUNDER BAY CHILD CARE CENTRES TO PROMOTE HEALTH, SAFETY, NUTRITION AND WELL-BEING OF THE CHILDREN:

CHILD CARE CENTRES SAFETY

Our centres are inspected by the Fire Department, Thunder Bay District Health Unit, Health & Safety Committees, and The Ministry of Education for licensing purposes. Parents are encouraged to download Pingstreet. It is a free mobile app. which will alert parents on unexpected closures, weather, events and emergencies in a timely manner.

ACCIDENT AND EMERGENCY POLICY

EMERGENCY CLOSURE

In the event of an emergency closure parents are encouraged to stay abreast of updates by checking voice mail message left at the Centre, local news update, Facebook page, Instagram and initiate PINGSTREET.

FIRE

A plan of evacuation in case of fire will be posted in every room. In the event of a fire, staff will clear rooms in an orderly manner according to the plan. Once evacuated, a head count of children will be taken to ensure everyone is out. Staff will not leave to call in an alarm until all children are safe and accounted for.

Fire drills will be held throughout the year to prepare the children for emergency evacuations. Child care centres located in schools will practice lock down procedures as required. Arrangements have been made for housing the children in nearby facilities until they can be picked up.

EMERGENCY SHELTERS

- Algoma Child Care First Student Busing
- Woodcrest Child Care Pioneer Court
- Grace Remus Child Care First Student Busing
- Ogden Child Care St. Casimir Church

BLIZZARDS

To ensure the health and safety of the children, the child care centres may be closed in the event of dangerous weather. Parents will be expected to pick their children up early. Parents should also keep abreast of changing weather conditions and listen to the local radio announcements.

EMERGENCY MANAGEMENT POLICY

The Centre has developed an emergency management policy for staff to follow in the event of various emergencies. (ie, lockdown, hold and secure, etc)

UTILITY FAILURES

In case of failure of electricity, water supply or heat the Supervisor shall use her discretion in determining cancellation based on health and safety needs of the children.

ILLNESS/PANDEMIC

In the event of a communicable disease such as H1N1 Influenza or Covid-19, all precautions and best practices for infection prevention and control to reduce the risk of transmission are followed. The Ministry of Health and Long-Term Care, Thunder Bay District Health Unit (TBDHU) and Ministry of Education Guidelines for Schools/Childcare Facilities are followed.

As with all illness/communicable diseases, parents will be informed about the potential exposure and symptoms to watch for based on local health unity guidance.

A decision regarding a School/Childcare Facility closure would be made in close consultation with the local Public Health Unit. Parents should ensure they have alternate child care arrangements.

ACCIDENTS AND SEVERE ILLNESS

Standard First Aid Training and Infant and Child CPR training are ongoing for staff. Minor accidental injuries (minor cuts, bumps, abrasions, etc.) shall be treated immediately by staff as necessary and documented on an Accident Report.

In the case of more serious injury or illness (hard blows to the head; cuts that may need stitches, sudden high fever, question of broken bones, etc.) staff will notify parents as soon as possible. If unable to contact the parent the emergency backup person will be contacted.

In case of a serious illness or accident that threatens life or the immediate well being of the child, an ambulance shall be called. The staff person with the most knowledge of the accident or onset of the illness should accompany the child to the hospital if possible and remain there until the parents arrive. If this is not possible due to ratios at the Centre, the child will go with the ambulance and the parent/emergency person will be notified.

Serious Occurrences will be completed online and submitted to the Child Care Licensing System. **Child Care Centres will post a high-level Serious Occurrence Notification Form in the program when a serious occurrence has happened.**

HEALTH AND SAFETY

HEALTH REGULATIONS

For your child's well-being and the protection of others, your child must be kept at home if he/she has any of the following symptoms:

- **consistent cough**
- **diarrhea**
- **earache**
- **fever**
- **impetigo**
- **red, runny, crusty eyes**
- **toothache**
- **vomiting**

The centre must be informed if your child contracts any illness.

When a child appears ill on arrival and is too ill to participate, he/she is not to be accepted into the program in accordance with the Child Care and Early Years Act 10.1.102. Check with Centre for exclusion period.

It is important for parents to have alternate care arrangements in the event their child can not remain in the program.

COMMUNICABLE DISEASES

If your child has a communicable disease, he/she should not attend the Child Care Centre until the condition is under control or cleared. Your child must be well enough to participate in all areas of the program, including outdoor play.

We will notify parents if a contagious disease among the children has been reported to us.

Please watch for information posted for parents.

Should you have any concerns or doubts about diseases, notification or readmissions please contact the **Health Unit at 625-5900**.

RULES FOR GIVING MEDICATION

Parents are expected to administer medications at home. If scheduling is impossible the Child Care Centre will give medications under the following regulations; as outlined in the Child Care and Early Years Act.

- If your child is using any special medication be sure to inform the Supervisor or a staff member.
- All medication must be given directly to a staff member.
- All medication must be stored in our locked containers as per the Child Care and Early Years Act, to ensure the safety of all children.
- Parents will be required to sign an authorization for medication to be given during Child Care hours. Please ensure all areas are completed.
- Medications must be kept in their original containers bearing the original label with legible information stating:
 - a) prescription number
 - b) name of drug
 - c) strength and quantity of drug
 - d) expiry date
 - e) directions of use
 - f) child's name
 - g) physician's name
 - h) date of issue
 - i) name of pharmacy
- If the medication is a controlled substance the pills are counted when they are brought into the centre. (i.e. Ritalin).

NUTRITION

The Child Care and Early Years Act requires that lunch consist of a full course meal. These meals must meet with The Canada Food Guide Nutritional Standards. The menu is posted two (2) weeks in advance for your information and planning.

Accommodation may be made to provide special diets for children. The diet requirement of your child should be discussed with the Supervisor. If special foods are required which are not maintained in the Centre, the parent would be required to provide this.

Snacks are provided twice daily, usually consisting of fruits, juices and nutritional foods. Snacks are served at mid-morning and mid-afternoon. Lunches are provided from 11:15 a.m. to 12:00 Noon.

ALLERGIES

It is the parent's responsibility to notify the Child Care Centre of any allergies that your child has. These will be recorded on your child's enrollment form. Allergies will be posted in accordance with the Child Care and Early Years Act.

Anaphylactic Allergy

When a child has a life threatening allergy, parents are responsible for ensuring that a valid EpiPen is provided for the child. This is mandatory for the child to attend the child care program. As stated in the Child Care and Early Years Act, an Individual Plan will be completed by the Child Care program and the parent. Training from a physician or parent will be part of this plan. All staff and students review this policy and training requirements on an annual basis.

<p style="text-align: center;">OUR CHILD CARE PROGRAMS SUPPORT POSITIVE AND RESPONSIVE INTERACTIONS AMONG THE CHILDREN, PARENTS AND STAFF</p>
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CODE OF ETHICS

Obligation to Children:

As persons working with and for young children, we are committed to promoting developmental care and education for each child in cooperative relationships with the family and the community. Early Childhood Education programs enable children to participate fully in environments carefully planned to serve individual needs and to facilitate the child's progress in the social, emotional, physical, and cognitive areas of development. A person working with young children is obligated to:

1. Maintain and promote each child's self-esteem.
2. Recognize and respect the uniqueness and the potential of each child.
3. Be accepting of all children, respecting race, belief system, gender, national origin and socio-economic status.
4. Accept and integrate into regular programs the child with special needs when such integration is advisable and sufficient support is available.
5. Be familiar with the knowledge base of Early Childhood Education and demonstrate this knowledge in program practices.
6. Create and maintain a safe and healthy setting that supports the positive growth and welfare of children.
7. Refrain from physical punishment, verbal abuse (e.g. sarcasm, ridicule) and psychological abuse (e.g. threats, encouraging fear) of children in interactions with them.
8. Maintain the confidentiality of information obtained in the course of professional dealings with children and families. However, when concerned about a child's welfare, it is permissible to reveal confidential information to agencies and individuals who may be able to act in the child's interest.
9. Recognize symptoms of child abuse and know and act on law pertaining to child abuse.
10. Involve all individuals (colleagues and parents) in decisions concerning the child.
11. Report in a responsive manner and through the appropriate channels instances of non-compliance with laws and regulations to those who will take corrective action.

12. Advocate and contribute to the extension of public information and education about children's needs for quality services.
13. Advocate for policies and laws that promote the well being of children and their families.

Obligation to Families:

Families are of primary importance in children's development. Early Childhood Educators working with families are obligated to:

- Develop relationships of mutual trust with families they serve.
- Respect the dignity of each family.
- Respect families' child rearing values and their right to make decisions for their children.
- Interpret each child's progress to parents within the framework of a developmental perspective and help families understand and appreciate the value of developmentally appropriate Early Childhood programs.

CHILD CARE CENTRES WHO'S WHO?

All program staff are Registered Early Childhood Educators.

All new Child Care Staff undergo a Criminal Record Search before they are hired, as required by the Child Care and Early Years Act. This procedure is carried out by the City of Thunder Bay Human Resources Department.

The Staff Include:

SUPERVISOR

- responsible for the overall operation including administration of the program and staff.

EARLY CHILDHOOD EDUCATOR III

- plans and implements the daily program.
- replaces the Supervisor in her absence.

EARLY CHILDHOOD EDUCATOR II

- plans and implements the daily program.

EARLY CHILDHOOD EDUCATOR I

- assists in all aspects of the program on a part day basis.

COOK

- plans and prepares meals and snacks.
- assists with the children

CHILD CARE CENTRE WORKER

- works with all children.
- distributes meals and snacks.

RESOURCE CONSULTANT - Special Needs Resource Program Children's Centre Thunder Bay

- plans and participates in programs for children with special needs.
- coordinates/directs families to community supports

The City of Thunder Bay Child Care programs have a supervision policy which states that volunteers, visitors and students do not have unsupervised access to children in child care centres.

Please see policy 01-64

WE ENCOURAGE THE CHILDREN TO INTERACT AND COMMUNICATE IN A POSITIVE WAY AND SUPPORT THEIR ABILITY TO SELF-REGULATE.

CODE OF BEHAVIOUR

The Child Care Centre needs to provide a safe and comfortable environment for all children to learn and grow. In guiding children, our goals are to help children feel good about themselves, to help children develop self-discipline and to consider the needs and desires of others. In order to accomplish this goal we need to work together.

Staff are expected to:

- state rules as clearly as possible in a positive way.
- give choices only when a choice exists.
- step in before a problem occurs and redirect the children to an alternate activity.
- treat all children with dignity and respect.
- set and consistently apply limits that are appropriate to the development level of each child.

Children are expected to:

- behave in a non-violent manner that is non-disruptive, non-threatening or dangerous to themselves, other children, staff or centre guest.
- use proper and polite conversation, verbal abuse or use of foul language is not acceptable.
- respect the Child Care Centre’s property and the property of others.

Most children will follow this code of behaviour without any difficulty. In the event that a child contravenes these expectations, the following may occur:

1. Staff will meet with the family concerning appropriate behaviour and request assistance in resolving the conflict.
2. Supervisor, parent and staff may consult further to develop strategies and to seek out resources.
3. When contravention to the code occurs and the behaviour is not resolved or cannot be resolved after ongoing efforts, the child care will be suspended or terminated by the Supervisor.

If you have any questions, please feel free to discuss our Prohibited Practices Policy with our Staff.

PARENTS ISSUES AND CONCERNS:

Municipal Child Care Centres value hearing from you as a parent. It is essential to the delivery of quality education and care for your child/ children.

We encourage you to address your suggestions and concerns in the following manner:

PROCEDURE FOR PARENTS:

Step 1: Talk with your child’s teachers. Let them know you have a suggestion or concern.

Step 2: If your concerns have not been addressed, please speak with the Centre’s Supervisor:

PROCEDURE FOR LICENSEE AND EMPLOYEES:

Step 1: Discussions between the Parent and Supervisor should occur involving respectful discussions identifying the concern.

Step 2: The Supervisor will facilitate the process of conflict resolution within 2 business days. This process will ensure that satisfactory results are achieved for all.

Step 3: All involved will work together to develop an action plan (if appropriate) outlining steps to take, resources required, and timelines.

We firmly believe that open lines of communication between families and the Centre make a good working relationship.

**OUR FOCUS & GOAL IS TO FOSTER EACH CHILD'S
EXPLORATION, PLAY AND INQUIRY**

TOYS AND BELONGINGS

The Centre is in no way responsible for lost or broken items. Children are encouraged to leave toys at home, as all of our programs are well equipped with resources.

Electronic devices should not be brought to the program.

FIELD TRIPS

Field trips outside of the premises of the Child Care Centre will occur from time to time to enhance the regular programming. The Consent form is required to be signed when you fill out the paper work at your Child Care Centre. Notification of field trips will be posted in advance on a "Field Trip Form" in a conspicuous location.

This form will include: Destination Date Times of departure and return
 Group/Staff participating Mode of transportation.

In the event that the entire Centre (children and staff) are to participate in the field trip, the parent must make alternate arrangements for care during the times of the outing if their child is not permitted to attend.

Exception: Neighbourhood walks can occur without prior notification.

WE PLAN & PROVIDE A BALANCE OF CHILD-INITIATED AND ADULT SUPPORTED EXPERIENCES

ROUTINES

Daily schedules are posted in each play room. Toileting, eating, sleeping and activity times are incorporated into the daily schedule. Although times and schedules are posted, they are used as guidelines to ensure consistency for the children. These schedules are adjusted, flexible and seasonally adjusted based on weather and children's interest.

Parents will be responsible for providing diapers, wipes and necessary creams for their child's diapering needs. Please inform staff of any creams/medications as an authorization form is to be completed.

REST TIME

The Child Care and Early Years Act acknowledge that children require some rest/relaxation time to balance their active play. Some children may take a relatively long rest period, and others require short periods and we recognize that these needs may change from day to day or week to week. The need for rest or sleep varies at different ages and even among children of the same age; but rest is an important part of the day for all children.

The children are provided with cots/mats with sheets and blankets. Children may bring something for comfort i.e. blanket, stuffed animals, etc. Soft music or story tapes may be played in the background for your child's enjoyment. Children unable to sleep are offered alternative quiet activities. Centre provided bedding is laundered weekly. This time provided will be of such duration that normal sleep patterns at home are not disrupted.

EACH CHILD'S LEARNING AND DEVELOPMENT WILL BE SUPPORTED THROUGH CREATIVE POSITIVE LEARNING ENVIRONMENTS AND EXPERIENCES

GOAL OF EARLY CHILDHOOD EDUCATION

Child Care Centres are designed not only to provide for the health and safety of the children entrusted to it's care, as well as promote the total development of the child, mentally, physically, emotionally and socially. This goal is reached through a carefully planned program of indoor and outdoor activities. Every centre has an abundant supply of play materials suited to the needs of the children. This is achieved with a program of stimulation and relaxation, providing the basis for a nurturing, happy environment.

The City of Thunder Bay provides Childcare Services:

- to provide quality child care programs to assist parents to attend school or work.
- to be a resource to the family unit in areas of parenting, child guidance and child development.

CURRICULUM PLAN

The Child Care Centre will provide an Emergent Curriculum which will promote self-esteem, self-help, social/behavioural, cognitive and physical development in a safe, comfortable environment.

- The Early Childhood Educator will plan and implement the program based on individual strengths, needs and interests.
 - Age appropriate toys will be provided and various activities to stimulate the development of the child.
 - The program will be flexible and offer alternate play.
 - Activities and materials will be varied on an ongoing basis.
 - Both group and individual activities will be encouraged.
 - Activities which promote both fine and gross motor skills are offered.
 - Provisions will be made for both quiet and active play.
 - The program will allow for problem solving and decision making situations.
 - Outdoor play will be an important component of the program.
- The daily program plan and timetable will be posted and any variations will be noted each day.

OUR EARLY CHILDHOOD EDUCATORS WILL INCORPORATE INDOOR AND OUTDOOR PLAY, AS WELL AS ACTIVE PLAY, REST AND QUIET TIME, INTO THE DAY, AND GIVE CONSIDERATION TO THE INDIVIDUAL NEEDS OF THE CHILDREN RECEIVING CARE

THE ENVIRONMENT

The environment including the physical setting, furnishings and equipment are designed and set-up with children in mind. Careful planning features colour, traffic patterns, flexibility and the use of space. Great attention is given to displaying the materials to encourage participation of the child. In addition, emphasis is placed on having the environment “self service” for the child so that he/she can manage all routines and the use of materials with a minimum of help.

The outdoor play area is an essential part of your child’s day. The area is planned specifically to promote a healthy, active outdoor experience.

CLOTHING REQUIREMENTS

Dressing and undressing is a learning process. You can help it be a happy experience by dressing your child in suitable clothing which they can manage independently.

The Child Care and Early Years Act stipulates that each Child Care Centre must program **outdoor play** into the daily routine at least 2 hours per day. Parents must dress children appropriately for indoor and outdoor play.

- Assist your child with his/her outdoor clothing prior to you leaving him at the Centre. Encourage independence.
- An extra change of clothing is required in case of accidents.
- In Spring, rubber boots are a must. Splash suits or pants would be an asset.
- In Winter, snow suits and boots with extra socks and mitts and hats.
No scarves please, only neck warmers.
- Sun hats and protective clothing are recommended for summer (see Sunscreen Policy).
- Your child’s name should be clearly marked on all belongings.
- A pair of shoes is required for indoor use.
- Remove all drawstrings from the head and neck area of children’s outerwear.
- Make sure all drawstrings remaining at the bottom of outerwear is only 8 cm or 3 inches when fully stretched.
- Make sure the end of the drawstring is free of knots, loops, or toggles, as they can get caught in equipment.
- Ensure that new purchases of children’s clothing have alternative closures to drawstrings like elastics, buttons, velcro, or snaps.
- For summer fun, bathing suits/towels may be required.

For the comfort and well being of your child(ren) we hope these tips will be kept in mind when preparing your child for Child Care.

“Messy Moments” are often teachable moments.

SUNSCREEN

It is the policy of the Children's Services Section that all children playing outside and exposed to UVA and UVB rays (from early spring to late fall) must wear sunscreen.

Parental Responsibility:

It is the parent's responsibility to apply a waterproof, long lasting sunscreen with a sun protection factor (SPF) of at least 15 on their child. The sunscreen must be applied daily **prior** to your child entering the Child Care Centre.

It is also recommended that the parents provide the Child Care Centre with a sunscreen (SPF 15 or more) in case the children remove their clothing (i.e. warmer weather, waterplay, etc.). The Child Care staff will reapply sunscreen in the event that your child requires it. Please label the sunscreen container clearly with your child's name.

The staff will provide at least two days notice for you to replenish the Centre's supply when necessary.

The Children's Services Section strongly recommends that protective clothing be worn. (i.e. wide brimmed hats, long sleeved, loose, light clothing.)

WE PLAN TO FOSTER THE ENGAGEMENT OF AND ONGOING COMMUNICATION WITH PARENTS ABOUT THE PROGRAM AND THEIR CHILDREN

PARENT INPUT

Parent input into the program is valued. There are many ways you can be involved in the Child care program such as:

1. Site visit.
2. Ongoing communication.
3. Parents may communicate messages in writing for Educators and leave them in the new Message Folder located in a central location at your program.
4. Participation in open house activities, special events.
5. Suggestion boxes, surveys.
6. Centre newsletter.
7. Individual interview can be arranged upon request.
8. Participating in our program.
9. Community resource information is available on site.

Please speak to the staff and/or Supervisor if you have a suggestion, question or concern. The Ministry of Education licenses the programs. The license & summary report is posted in each program for families and visitors to see.

Please see the poster and pamphlets "Child Care in Ontario" for the Ministry contact number and website. Online licensing inspection findings are available at <http://www.ontario.ca/ONT/portal61/licensedchildcare>.

LINES OF COMMUNICATION PROTOCOL

The Municipal Child Care Centres value hearing from you as a parent. It is essential to the delivery of quality education and care for your child/children. We encourage you to address your suggestions and concerns in the following manner.

Step 1: Talk with your child's teachers. Let them know you have a suggestion or concern.

Step 2: If your concerns have not been addressed, please speak with the Centre's Supervisor at:

Woodcrest Child Care Centre- 684-3687 Grace Remus Child Care Center -684-3594

Algoma Child Care Centre- 684-3272 Ogden Child Care Centre-625-3810

The supervisor will assist all involved in reaching an appropriate resolution. This process will ensure that you and your child receive satisfactory results.

Step 3: Parents may communicate messages in writing for Educators and leave them in the new Message Folder located in a central location at your program.

Step 4: Parents can email the Supervisor or assistant Supervisor at the Centre. Email addresses are located on the lines of communication posted at the entrances.

Feedback from Parents is vital in maintaining open lines of communication, and we value your input.

**WE WELCOME COMMUNITY PARTNERS AND
ALLOW THOSE PARTNERS TO SUPPORT THE
CHILDREN, THEIR FAMILIES AND STAFF**

SERVICE COORDINATION IN CHILD CARE

We are pleased to offer a variety of supports and resources to our families and their children while in our child care program. These supports are offered through agreements and protocols with a number of agencies from within our community. These supports may include service coordination, program observations, consultation regarding the child’s development, parenting supports, intervention services and case management. Some of the agencies that are involved with our program are (but not limited to):

- Thunder Bay District Health Unit
- Children’s Centre Thunder Bay
- Dilico Anishinabek Family Centre
- Children’s Aid Society
- George Jeffrey’s Children’s Treatment Centre
- St. Joseph’s Preschool Speech and Language Services
- Thunder Bay District Social Services Administration Board
- Ministry of Education
- Lakehead Public School Board
- Thunder Bay Catholic District School Board
- Thunder Bay Multicultural Association

In the event that a child requires further specific and individualized services, permission from the child’s parent or legal guardian is required and confidentiality will be maintained.

THE CITY OF THUNDER BAY SUPPORTS STAFF WITH CONTINUOUS PROFESSIONAL LEARNING OPPORTUNITIES

Child care centre staff enter employment with varying levels of knowledge, skill and experience. Employees must understand what is required of their work, and also need opportunities to acquire new information and support to upgrade and continue to improve their skills, knowledge and approaches. Ontario Regulation 137/15.

Staff training and development opportunities are made available to staff on a regular basis. Training modules are available through internal, external, online and paper formats.

EXAMPLES OF TRAINING: (BUT NOT LIMITED TO)

- Regular training schedule—First Aid, Epi Pen, Anaphylaxis procedures
- Qualification upgrades—Ex: Certification AECEO, Registration with College of ECE
- Ongoing professional learning—How Does Learning Happen, Continuous Professional Learning (CPL)
- External tools and resources—Leadership in ECE, Confederation College & City of Thunder Bay, CCEYA Licensing Standards Test
- The Municipal Child Care sites engage in two professional learning days when staff participate in rich opportunities to develop and enhance their professional knowledge and practice.

All of our ECE staff are members in good standing with the **College Of Early Childhood Educators**

All Early Childhood Educators must be registered with the College of Early Childhood Educators. Visit www.collegeofece.on.ca, or call toll free 1-888-961-8558.

The Code of Ethics and Standards of Practice is available on the College of Early Childhood Educators website: <http://collegeofece.on.ca> and http://www.e-laws.gov.on.ca/html/regs/english/elaws_regs_080223_e.htm.

AECEO

Early Childhood Education is a profession that relies on a team approach. The relationship of colleagues within a profession influences the status of the profession and the quality of service provided. Colleagues in Early Childhood Education must act with integrity in supporting one another and adopting professional attitudes and behaviours in their work as models and teachers for young children. An Early Childhood Educator is obliged to:

OBLIGATIONS TO PROFESSIONAL COMPETENCE

Early Childhood Educators have committed to ensure their own continuing professional competence and to further the field of Early Childhood Education.

Early Childhood Educators are obliged to:

1. Keep professional knowledge up to date.
2. Recognize critical self-reflection as an important part of professional development.
3. Engage in self-care activities which help to avoid conditions (e.g. burnout, substance abuse) that could result in impaired judgement and interfere with their ability to benefit others.
4. Further the professional development of the field of Early Childhood Education and to strengthen its commitment to realizing its core values as reflected in this Code.

OUR STAFF USE PEDAGOGICAL DOCUMENTATION AS A MEANS TO LEARNING ABOUT HOW CHILDREN THINK AND LEARN

“Children are the world’s most valuable resource and its brightest hope for the future”

Research has shown that early learning experiences of children are reflected in their later development and ability to learn. Basically, children are eager, curious, inquisitive and fascinated with the world of discovery. The emphasis is on providing opportunities for children to make discoveries and broaden their knowledge and experience. We know that children learn through play. We recognize that an early childhood education program is a valuable part of child development.

Educators in our programs will:

Create a sense of belonging by fostering authentic, caring relationships between children, adults and the world around them.

Create a sense of well-being by nurturing children’s healthy development while supporting their growing sense of self.

Create a sense of engagement by providing environments and experiences rich in active, creative, meaningful and explorative play.

Create a sense of expression by fostering communication and expression through a variety of formats.

Reflect on your observations, and children’s conversations: what children know, what they wonder about, and their working theories about the world around them. Inform and include families, other educators and children in what and how the learning is growing and developing. We are all co-learners, constructing knowledge together.

These strategies will provide and validate the How Does Learning Happen pedagogy.

Additional information can be found on the following resources:

Early Years Portal

Minister’s Policy Statement on Programming and Pedagogy

How Does Learning Happen?

Think, Feel, Act: Lessons from Research About Young Children

Rates/Categories of Care for Municipal Child Care Centres as of May 1, 2021

<i>DESCRIPTION</i>	<i>AGE</i>	<i>CATEGORY</i>	<i>HOURS</i>	<i>CODE</i>	<i>RATE</i>
TODDLER	18 months up to 30 months	Full	6 up to 9 hrs.	TDF	\$54.09
TODDLER	18 months up to 30 months	Half Day	less than 4 hours	TDH	\$34.64
TODDLER	18 months up to 30 months	Half Day with Lunch	less than 4 hrs. with lunch	THL	\$41.97
TODDLER	18 months up to 30 months	Extended		TDX	\$60.89
All Children over 30 months		Full	4 up to 9 hrs.	PSF KNF SAF	\$47.29 \$43.95 \$40.53
All Children over 30 months		Extended	9 - 18 hrs.	PSX KNX SAX	\$53.99 \$49.57 \$46.71
All Children over 30 months		Before & After		KBA SBA	\$27.05
All Children over 30 months		Half Day	less than 4 hrs., no lunch	PSH KNH SAH	\$30.30 \$29.22 \$25.98
All Children over 30 months		Half Day with Lunch		PHL KHL SHL	\$35.72 \$35.33 \$30.42
All Children over 30 months		Lunch Only		LUN	\$10.20
All Children over 30 months		Before	Max. 2 hrs.	KNB SAB	\$13.53
All Children over 30 months		After	Max. 2 hrs.	KNA SAA	\$13.53

***PENALTIES WILL BE ASSESSED FOR CHILDREN
IN CARE PAST CLOSING TIME***